Texas Education Agency
Standard Application System (SAS)

2015–2020 Texas Title I Priority Schools, Cycle 4

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
Application deadline:	5:00 p.m. Central Time, August 20, 2015	*(date stamp)*
Submittal information:	**Six** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	Received Texas Education Agency Document Control Center Grants Administration
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Southwest Preparatory School	015807	Northeast Campus/001	

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
	20	21	967736299

Mailing address	City	State	ZIP Code
1258 Austin Hwy	San Antonio	TX	78209-

Primary Contact

First name	M.I.	Last name	Title
Cyndy		Spivey	Associate Superintendent
Telephone #		Email address	FAX #
210-829-8017		cyndy.spivey@swprep.org	210-829-8514

Secondary Contact @swprep.org

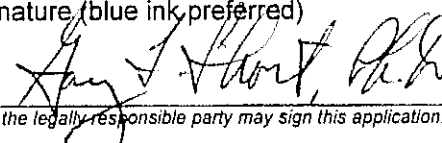| First name	M.I.	Last name	Title
James		Neal	Deputy Superintendent
Telephone #		Email address	FAX #
210-829-8017		james.neal@swprep.org	210-829-8514

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Gary	L	Short	Superintendent
Telephone #		Email address	FAX #
210-829-8017		gary.short@swprep.org	210-829-8514

Signature (blue ink preferred) Date signed 8/19/15

701-15-107-077

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 015807001	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100) – SEE **NOTE**	See Important Note for Competitive Grants*	☐
8	Professional and Contracted Services (6200) – SEE **NOTE**		☐
9	Supplies and Materials (6300) – SEE **NOTE**		☐
10	Other Operating Costs (6400) – SEE **NOTE**		☐
11	Capital Outlay (6600/15XX) – SEE **NOTE**		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 015807001	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 015807001	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.

5.	The LEA provides assurance that it will meet the following federal requirements:
	  1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements.
	  2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable.
	  3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions
	  4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality.
	  5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding.
	  6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.

6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

7.	The LEA/campus provides assurance that if it selects to implement the **transformation model**, the campus will meet all of the following federal requirements:
	  1. Develop and increase teacher and school leader effectiveness.
	      (A) Replace the principal who led the school prior to commencement of the transformation model;
	      (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that—
	          i. Take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	         ii. Uses the definition of *student growth* as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable

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across classrooms.

    iii. Are designed and developed with teacher and principal involvement;

  (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

  (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

  (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

 2. Deliver comprehensive instructional reform strategies.

  (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

  (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

 3. Increase learning time and creating community-oriented schools.

  (A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:

    i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

    ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.

    iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.

  (B) Provide ongoing mechanisms for family and community engagement.

 4. Providing operational flexibility and sustained support.

  (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

  (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

8.

The LEA/campus provides assurance that if it selects to implement the **Texas state-design model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). In doing so, the LEA/campus will implement the following:

1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.

2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.

3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.

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4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.

5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:
   (A) Data to identify the population at risk of dropping out of school;
   (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
   (C) Early College brochures in all languages relevant to the school community;
   (D) Written communication plan for relevant target audiences: parents, community members, school board.
   Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:

   (A) Partnership between the school district and an institute of higher education (IHE) that:
      i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
      ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
      iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
   (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
   (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016
   Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.
   Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
   (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate

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degree.

    (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.

    (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.

    (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.

    (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.

    (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9.   By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:

    (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;

    (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.

    (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.

    (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:

- <u>Texas Education Agency, Early College High School program</u>
- Texas Education Code <u>§29.908</u>
- Texas Administrative Code <u>§4.161</u>
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: <u>Commissioner's Rules Concerning Early College Education Program</u>

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

| 9. | The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an |

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elementary school, the campus will implement in accordance with the following federal requirements:

1. Offer full-day kindergarten.

2. Establish or expand a high-quality preschool program.
   A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
   - (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
   - (B) High-quality professional development for all staff;
   - (C) A child-to-instructional staff ratio of no more than 10 to 1;
   - (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
   - (E) A full-day program;
   - (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
   - (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
   - (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
   - (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
   - (J) Program evaluation to ensure continuous improvement;
   - (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
   - (L) Evidence-based health and safety standards.

3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.

4. Provide educators, including preschool teachers, time for joint planning across grade levels.

5. Replace the principal who led the school prior to the commencement of the early learning model.

6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
   - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
   - (B) Are designed and developed with teacher and principal involvement;

7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality

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educators.

9. Use data to identify and implement an instructional program that is:
    (A) Research-based;
    (B) Developmentally appropriate;
    (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
    (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.

10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
    (A) Aligned with the school's comprehensive instructional program
    (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.

12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).

13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.

14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

10.	The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements:

The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements:

1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;

2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
    (A) Screen all existing staff and rehire no more than 50 percent; and
    (B) Select new staff

3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;

4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

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6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;

7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;

8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
    (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
    (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
    (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.

9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

11.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:
	
	1. Implement an evidence-based whole-school reform in partnership with a model developer.
	    (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
	
	2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
	    (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
	    (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
	    (C) A study which used a large sample and multi-site sampling.
	
	3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
	
	4. The whole-school model must implement the model for all students in the school.
	
	5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
	    (A) School leadership
	    (B) Teaching and learning in at least one full academic content area
	    (C) Non-academic supports for students
	    (D) Family and community engagement

12.	The LEA/campus provides assurance that if it selects to implement the **restart model**, the campus will meet all of the following federal requirements:

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1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.

2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by:
   (A) significant improvement in academic achievement
   (B) success in closing achievement gaps either within a school or relative to other public schools
   (C) High school graduation rates
   (D) No significant compliance issues in the areas of civil rights, financial management and student safety.

3. Enroll, within the grades it serves, any former student who wishes to attend the school.

If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.

13.	The LEA/campus provides assurance that if it selects to implement the **closure model**, the campus will meet all of the following federal requirements: 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A grant for school closure is a one-year grant without the possibility of continued funding.
14.	The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification. Under federal regulations for this program, a **Rural LEA applicant** may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html

15.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:
	
	1. Implement an evidence-based whole-school reform in partnership with a model developer.
	   (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
	
	2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
	   (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
	   (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
	   (C) A study which used a large sample and multi-site sampling.
	
	3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation

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	with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
	4. The whole-school model must implement the model for all students in the school.
	5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner: (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
21.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 015807001	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

Revised Annual Budget Breakdown					
Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request
$	$	$	$	$	$

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Schedule #4—Request for Amendment (cont.)	
County-district number or vendor ID: 015807001	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Schedule #5—Program Executive Summary

County-district number or vendor ID: 015807001	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation,** and **sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:
- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:
- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Vision & focus for school reform: Southwest Preparatory School, Northeast Campus (NE-SWPS) is an open enrollment charter school with a population of 80.3% of at-risk & 67.1% EDA. SWPS has a history of successful school reform beginning in1998 through 2010, NE-SWPS was a dropout recovery program for our first-generation high school graduates. In 2013 through the present, NE-SWPS underwent a transformation to include an elementary-middle school feeder program, as we found a trend that our students were experiencing serious academic gaps as a result of being in a traditional school setting, truancy issues & a high mobility rate prior to enrollment at NE-SWPS. We recognized that the instructional foundation that guides young students academically, socially, & emotionally to be successful high school students was missing which resulted in poor attitude toward authority, low self-esteem, chronic truancy issues, potential dropouts, lack of parental engagement, & a 2-5 year instructional skills gap. A committee was developed in the Spring of 2013 to review the potential of transitioning NE-SWPS to a focused campus targeting kindergarten through 8th grade as we understood the importance of providing the critical instructional experiences that can influence the rest of a child's life as well as impact a child's learning & intellectual growth & result in breaking the cycle of under-represented student populations attending college. In the 2013-2014 school year, NE-SWPS transitioned to serve earlier grade levels which brought to our attention new trends & additional academic, social & emotional needs surfaced for these young students. A Focus Group was developed to include not only school staff but also parents & students to share prior educational experiences or lack of such. It became apparent that many of our parents did not value the importance of an early childhood education & the impact that this critical educational experience would have on their child's subsequent years of education. Although we are an open-enrollment charter school willing to serve grades K-8, parents enrolled their 4th through 8th grade students limiting our capacity to serve the lower grade levels. In the summer of 2013, the campus administration began to hire appropriate grade-level teaching staff with the experience of working with high at-risk, mobile, & economically disadvantaged populations. After reviewing initial data, it became apparent that additional professional development was needed to support teachers & staff to effectively serve our students who have a low social-emotional & academic background. It became our mission to not only teach these students the academic foundation they were missing but to also provide them a safe, warm, creative, healthy, encouraging, & inviting environment. Within a few months, the transformation resulted in increased parental engagement as well as student's sense of self-worth but the academic deficits, which were being addressed, were so significant that we determined additional interventions were necessary. In the Spring of 2014, it became obvious that we needed to market our capacity to serve students in grades K-3rd so we could control the early instructional foundations. Our marketing efforts including home visits, community outreach centers, visits to religious organizations, & local businesses became a focus of NE-SWPS in an effort to share our data of educational growth to those young learners to increase the public awareness of the benefits of enrolling in our charter school. **Sense of urgent need for change:** In the 2014-2015 school year, NE-SWPS was identified as a priority campus although the academic performance of the students showed significant growth, it was not enough. The additional funding from the Priority School Grant allowed us to target the interventions necessary to bridge the gaps. Our marketing efforts were successful in that we saw enrollment in all grade levels, K-8. New challenges surfaced with the introduction of the kindergarteners through 3rd grade students, & additional staff were hired, intense professional development was provided, & a calendar of activities was created to engage parents in their child's educational experience. At the beginning of the year, an elementary school specialist was hired for coaching. As the year progressed, strategies, interventions, differentiation, collaboration, & learning communities were incorporated, however despite all endeavors, NE-SWPS was rated as Improvement Required as posted in the Texas Accountability Ratings System for Texas public schools & districts. Despite the IR Rating, feedback from the parents &

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 015807001	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

community stakeholders was extremely positive, as proven by the high retention of our students & continued parental engagement. The TTIPS Cycle 4 Grant will provide the means for NE-SWPS to enhance our program by incorporating the Early Learning Intervention Model (ELIM) to enable NE-SWPS to offer a full-day kindergarten & establish a high-quality, structured pre-school program. **High expectations for results:** NE-SWPS has high expectations for all students with our vision & mission supporting the current efforts to provide a successful ELIM. NE-SWPS has qualities that enable this campus to achieve foundational pursuits of a school improvement undertaking: accelerated achievement, system transformation, & sustained reform. In order for NE-SWPS to transition to an ELIM program, a Leadership Team will develop, implement, monitor, & evaluate our program over the 5-year grant period. The Leadership Team reviewed the Early Learning Intervention Model requirements & in order to prepare for the 2015-2016 school year by: (1) researching developmentally appropriate, culturally & linguistically responsive curricula; (2) researching effective early learning environments; (3) review Master schedule for implementation of a full-day program with a class size of no more than 20 students with 2 staff, one of which is a highly qualified & certified teacher meeting the requirements of the Early Learning Intervention Model & an educational support staff with high qualifications & time for joint planning across grade levels; (4) review existing school health & safety programs & job description of Behavior Counselor to include on-site or accessible comprehensive services for children & community partnerships that promote families' access to services that support their children's learning & development; (5) enhance high-quality professional development to incorporate early childhood learning curriculum, data digs to address trends, incorporate individualized accommodations, inclusion & supports in the classroom, introduction to all software for educational support to staff, students & parents, address academic, social, & emotional developmental milestones, & provide strategies to work with our diverse population that is economically disadvantaged & potentially at-risk for academic failure, expose staff to our rigorous, transparent & equitable evaluation system for teachers & principals & reward process for effective staff or removal process for ineffective staff; (6) review capacity to make resources & technology available to all students so they can have access & fully participate in all learning activities at school & at home; & (7) review instructional staff salaries to ensure they are comparable to the salaries of local K-12 instructional staff; & (8) enhance existing program evaluation to ensure continuous improvement of the proposed Early Learning Intervention Model. To reach our high expectations we will provide an environment that is sensitive to cultural, language & learning differences among all children served. **Organizational structures:** District Leadership has a combined educational experience of over 100 years with 55 years at SWPS. Process & procedures are in place to promote staff growth & student success & will be re-evaluated & enhanced as needed over the 5-year grant period. It is imperative that not only our academic staff should have the highest level of professional skills but also our health, safety & social/emotional support staff is highly qualified to be able to support students & their families. NE-SWPS teachers are effective in including children with special needs in their classrooms & see this process as part of acknowledging & welcoming diversity in the classroom in its many forms, including ethnicity, home cultures, languages, physical appearance, etc. They are able to cultivate a positive attitude, remain open to learning new skills, & engage collaboratively with the family & other professional members of the team to meet the needs of the child. **Existing capacity & resources:** NE-SWPS will take the following steps to maintain its existing capacity to provide adequate resources & related support in order to implement, fully & effectively, the required activities of the ELIM Model: (1) Create a clear track record of student data; (2) Increased "transparency" in processes, practices, & investments, including making public, by school, actual school-level expenditures that are associated with instruction, instructional support, pupil support, & school administration; (3) Increase meaningful stakeholder engagement & support, including: parents, community leaders, staff/administrators, teachers, & the principal will be engaged in the ELIM Program; including, evidence that 100% of teachers & staff sign a Grant Commitment Agreement to show support of the TTIPS Cycle 4 Goals & Objectives; (4) to be responsible fiscal agents of the TTIPS Cycle 4 Grant Funds, NE-SWPS will ensure the alignment of the Grant Budget to the identified needs in the Grant with the assistance of the Program Manager (DCSI), the Program Data Analyst, & Leadership Team. This will allow research-based resources to enable the campus to move from an Improvement Required campus to a successful ELIM by substantially raising the achievement of our students; (5) A high-quality plan for developing SWPS capacity & supporting school-level implementation of the ELIM Program Goals & Objectives. **Communication structures:** Website/School Reach system/weekly Impact meetings/multi-language brochures/parent conferences/calendar of activities/volunteering opportunities/Superintendent's Open Forum/Leadership Team meetings/Parent Newsletter/Flyers/home visits.

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Texas Education Agency

Standard Application System (SAS)

Schedule #6—Program Budget Summary

County-district number or vendor ID: 015807001	Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	Fund code: 276

Budget Summary

Schedule #/Title	Class/Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre-award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	$679,263	$15,000	$113,688	$817,910	$20,000	$847,870	$20,000	$877,830	$20,000	$907,790	$20,000	$4,339,350
#8-Professional and Contracted Services	6200	$89,250	$	$41,750	$161,000	$	$161,000	$	$161,000	$	$161,000	$	$775,000
#9-Supplies and Materials	6300	$101,500	$	$37,500	$123,500	$	$123,500	$	$263,000	$	$129,000	$	$778,000
#10-Other Operating Costs	6400	$8,500	$	$21,500	$30,000	$	$30,000	$	$30,000	$	$30,000	$	$150,000
#11-Capital Outlay	6600/15XX	$	$	$	$	$	$	$	$	$	$	$	$
Consolidate Administrative Funds	☐ Yes ☒ No												
Percentage% indirect costs (see note):		N/A	$30,142	N/A	N/A	$38,853	N/A	$39,881	N/A	$45,695	N/A	$42,125	$196,696
Grand total of budgeted costs (add all entries in each column):		$878,513	$45,142	$214,438	$1,132,410	$58,853	$1,162,370	$59,881	$1,331,830	$65,695	$1,227,790	$62,125	$6,239,046

Administrative Cost Calculation

Enter the total grant amount requested:	$6,239,046
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$311,952

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than $2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 015807001

Amendment # (for amendments only): _____

#	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional										
1	Teacher	4		$210,000	$30,000	$248,000	$256,000	$264,000	$272,000	$1,280,000
2	Educational aide	4		$140,000	$	$148,000	$156,000	$164,000	$172,000	$780,000
3	Tutor			$	$	$	$	$	$	$0.00
Program Management and Administration										
4	Program Manager	1		$7,500	$2,500	$10,000	$10,000	$10,000	$10,000	$50,000
5	Program Data analyst	1		$7,500	$2,500	$10,000	$10,000	$10,000	$10,000	$50,000
6	Title			$	$	$	$	$	$	$
Auxiliary										
7	Social Emotional Coach		1	$11,250	$3,750	$17,000	$19,000	$21,000	$23,000	$95,000
8	Student Success Coach	1		$52,500	$17,500	$72,000	$74,000	$76,000	$78,000	$370,000
9	Parent/Comm Liaison	1		$37,500.00	$12,500.00	$52,000.00	$54,000.00	$56,000.00	$58,000.00	$270,000.00
Other Employee Positions										
10	Reading/Writing Specialist	1		$37,500.00	$12,500.00	$52,000.00	$54,000.00	$56,000.00	$58,000.00	$270,000.00
11	Lang-Comm Specialist	1		$37,500.00	$12,500.00	$52,000.00	$54,000.00	$56,000.00	$58,000.00	$270,000.00
12	Curriculum Specialist	1		$37,500.00	$12,500.00	$52,000.00	$54,000.00	$56,000.00	$58,000.00	$270,000.00
13	Subtotal employee costs:			$578,750	$106,250	$713,000	$741,000	$769,000	$797,000	$3,705,000
Substitute, Extra-Duty Pay, Benefits Costs										
14	6112 Substitute pay			$	$	$	$	$	$	$
15	6119 Professional staff extra-duty pay			$50,000	$0	$50,000	$50,000	$50,000	$50,000	$250,000
16	6121 Support staff extra-duty pay			$25,000	$0	$25,000	$25,000	$25,000	$25,000	$125,000
17	6140 Employee benefits			$40,513	$7,438	$49,910	$51,870	$53,830	$55,790	$259,350
18	61XX Tuition remission (IHEs only)			$	$	$	$	$	$	$
19	Subtotal substitute, extra-duty, benefits costs			$115,513	$7,438	$124,910	$126,870	$128,830	$130,790	$634,350
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$694,263	$113,688	$837,910	$867,870	$897,830	$927,790	$4,339,350

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For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 015807001   Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
6269 Rental or lease of buildings, space in buildings, or land Specify purpose: Early Learning Intervention Model Facility	$45,000	$15,000	$60,000	$60,000	$60,000	$60,000	$300,000
6299 Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$	$	$	$	$	$	$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:	$45,000	$15,000	$60,000	$60,000	$60,000	$60,000	$300,000

Professional Services, Contracted Services, or Subgrants

#	Description of Service and Purpose	Check if Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	School Health Co-Op	☐	$3,000	$3,000	$6,000	$6,000	$6,000	$6,000	$30,000
2	San Antonio Special Programs Co-Op	☐	$18,750	$6,250	$25,000	$25,000	$25,000	$25,000	$125,000
3	Communities in Schools	☐	$12,500	$12,500	$50,000	$50,000	$50,000	$50,000	$225,000
4	Afterschool Program Provider	☐	$10,000	$5,000	$20,000	$20,000	$20,000	$20,000	$95,000
5		☐	$	$	$	$	$	$	$
6		☐	$	$	$	$	$	$	$
7		☐	$	$	$	$	$	$	$
8		☐	$	$	$	$	$	$	$
9		☐	$	$	$	$	$	$	$
10		☐	$	$	$	$	$	$	$
b.	Subtotal of professional services, contracted services, or subgrants:		$44,250	$26,750	$101,000	$101,000	$101,000	$101,000	$475,000
a.	Subtotal of professional and contracted services requiring specific approval:		$45,000	$15,000	$60,000	$60,000	$60,000	$60,000	$300,000
b.	Subtotal of professional services, contracted services, or subgrants:		$44,250	$26,750	$101,000	$101,000	$101,000	$101,000	$475,000
c.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		$	$	$	$	$	$	$
	(Sum of lines a, b, and c) Grand total		$89,250	$41,750	$161,000	$161,000	$161,000	$161,000	$775,000

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For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 015807001   Amendment number (for amendments only):

Expense Item Description

	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
Technology Hardware—Not Capitalized												
6399	1	Tablets	1 per student for academic support in ELIM Prg	75	$300	$16,500						$338,000
	2	Interactive Projector	1 per classroom for ELIM program	4	$1,500							
	3	Laptop	1 for each teacher	15	$700							
	4				$							
	5				$		$22,500	$38,500	$38,500	$178,000	$44,000	
6399		Technology software—Not capitalized				$	$	$	$	$	$	$
6399		Supplies and materials associated with advisory council or committee				$	$	$	$	$	$	$
		Subtotal supplies and materials requiring specific approval:				$	$	$	$	$	$	$
		Remaining 6300—Supplies and materials that do not require specific approval:				$85,000	$15,000	$85,000	$85,000	$85,000	$ 85,000	$ 440,000
		Grand total:				$101,500	$37,500	$123,500	$123,500	$263,000	$129,000	$778,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 015807001

Amendment number (for amendments only):

	Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	$	$	$	$	$	$	$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	$	$	$	$	$	$	$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	$	$	$	$	$	$	$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose: ELIM Confereneces	$3,500	$1,500	$5,000	$5,000	$5,000	$5,000	$25,000
6429	Actual losses that could have been covered by permissible insurance	$	$	$	$	$	$	$
6490	Indemnification compensation for loss or damage	$	$	$	$	$	$	$
6490	Advisory council/committee travel or other expenses	$	$	$	$	$	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	$	$	$	$	$	$	$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	$	$	$	$	$	$	$
	Subtotal other operating costs requiring specific approval:	$5,000	$20,000	$25,000	$25,000	$25,000	$25,000	$125,000
	Remaining 6400—Other operating costs that do not require specific approval:							
	Grand total:	$8,500	$21,500	$30,000	$30,000	$30,000	$30,000	$150,000

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In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

County-District Number or Vendor ID: 015807001

Amendment number (for amendments only): _____

Schedule #11—Capital Outlay (6600/15XX)

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6669/15XX—Library Books and Media (capitalized and controlled by library)										
1		N/A	N/A	$	$	$	$	$	$	$
66XX/15XX—Technology hardware, capitalized										
2			$	$	$	$	$	$	$	$
3			$	$	$	$	$	$	$	$
4			$	$	$	$	$	$	$	$
5			$	$	$	$	$	$	$	$
6			$	$	$	$	$	$	$	$
7			$	$	$	$	$	$	$	$
8			$							
66XX/15XX—Technology software, capitalized										
9			$	$	$	$	$	$	$	$
10			$	$	$	$	$	$	$	$
11			$	$	$	$	$	$	$	$
12			$	$	$	$	$	$	$	$
13			$	$	$	$	$			
66XX/15XX—Equipment, furniture, or vehicles										
14			$	$	$	$	$	$	$	$
15			$	$	$	$	$	$	$	$
16			$	$	$	$	$	$	$	$
17			$	$	$	$	$	$	$	$
18			$	$	$	$	$	$	$	$
19			$	$	$	$	$	$	$	$
20			$	$	$	$	$	$	$	$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life										
21			$	$	$	$	$	$	$	$
	Grand total:			$	$	$	$	$	$	$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 015807001	Amendment # (for amendments only):

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment	152		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	21	13.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	110	72.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	20	13.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	102	67.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	6	3.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	25	16.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	30		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in In-School Suspension	4		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	24		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	2		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2014-2015 PEIMS report #425; code #C164
Attendance rate		88.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		10.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		59.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	4	80%	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	36	67%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		11.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	DNA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	DNA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 015807001	Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NE-SWPS has seen a change in the student demographics over the past few years based on the TAPR/AEIS Reports as well as data collected using Websmart, the student information system. The economic disadvantaged (EDA) population has risen from 63.6% in SY 2010-2011 (2011 AEIS) to a projected 84% in SY 2015-2015(Websmart). Students identified as EDA bring with them a host of social-emotional issues as they enter school such as high mobility, parents are less involved in their children's schools, and often have gaps in learning and have fallen behind other students. The English Language Learner population which has increased from 2.4% to a projected 10.1% over the same time span.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 015807001	Amendment # (for amendments only):

Part 3: Staff Demographics- Data
Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	16.6		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	13.3	80.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	0.2	0.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	3.0	18.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	0.1	0.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	2.1	16.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	7.4	55.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	3.9	28.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0.0	0.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	7.4	55.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	3.4	25.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	1.5	11.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	1.0	7.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	0.0	0.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	40,494		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	41,838		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	39,490		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	46,800		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	DNA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	4	23.6%	Websmart, 2015 Staff Listing
Staff with Bachelor's degree as highest level attained	10	58.8%	Websmart, 2015 Staff Listing
Staff with Master's degree as highest level attained	3	17.6%	Websmart, 2015 Staff Listing
Staff with Doctoral degree as highest level attained	DNA	DNA	DNA

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 015807001	Amendment # (for amendments only):

Part 4: Staff Demographics- Comments
Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The trend at NE-SWPS is our students typically enter our elementary/middle school 2-3 grades levels below their peers in instructional skills, at-risk for dropping out, and will be first generation graduates; students also enroll with significant social-emotional needs that have not been met in the traditional school setting – one of the main aspects of our mission is to begin building a relationship with each student; it has been our experience that many of our students come with a lack of respect for authority and do not have the desire to excel in school much less graduate from high school. By building the student's academic, social and emotional capacity, and introducing them to tools for success (seven critical success factors, Steven Covey's 7-Habits, goal setting, problem solving strategies), the student's sense of self-worth is positively impacted and they learn the skill to become empowered, life-long learners. Our mission is to address all student's deficits by providing on-going, high-quality staff delivering rigorous curriculum and instruction with success in delivering outcomes in collaboration with all external providers through developmentally appropriate, culturally and linguistically responsive curricula, and learning environments, targeted individual instruction, and by incorporating extra-curricular activities to build self-esteem. According to the 2013-14 TAPR report, NE-SWPS has a diverse student population with 80.3% of at-risk of dropping out and 67.1% considered economically disadvantaged; and with high populations of special education (16.4%), ELL's (3.9%), and a high dropout rate of 10.7%. Despite the diversity of the population, the number of dropouts has been decreasing, projected to 4.7% for school year 2014-2015. The NE-SWPS leadership team is comprised of staff who have been at the same campus for at least 5-6 years. It is a source of pride for the 2015-2016 school year that the current leadership team is "home-grown" with staff moving up from teacher, to Expert Teacher Leader, to Assistant Principal, resulting in a stable school climate for staff and students alike. NE-SWPS has a systemic support structure for staff resulting in a family-like atmosphere which impacts staff retention rate, high learning expectations and provides students with exposure to a positive adult relationship. NE-SWPS is an open-enrollment charter school with limited funds; despite limited finding, our staff has the capacity and desire to provide a curriculum that offers a rigorous and vertically-aligned course of study. Additionally, our staff provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study and meet the Federal and State requirements. Our current academic staff have the capacity to work with our diverse population; it is not uncommon for a core subject area teacher to instruct multiple grade levels and subjects daily. Our students will receive increased academic support in targeted areas from the 4 new teachers and 4 educational aides that will be provided by the TTIPS Cycle 4 funds which will positively impact the academic performance and meet the social-emotional needs of students in the Early Learning Intervention Model. In addition to our highly-qualified teaching staff, it is apparent that the entire campus support staff assists with the improved results NE-SWPS has been experienced. To prevent truancy, dropout and discipline issues, it is an entire campus effort under the guidance of District personnel, including but not limited to the Dropout Prevention Specialist, Truancy Coach, Social-Emotional Coach, and Special Programs Compliance Officer. To ensure our students understand the transition to an Early Learning Intervention Model, NE-SWPS will create a variety of communication efforts to inform students and parents, community, and key stakeholders the gift this grant will be offering, providing a free, full day program for Pre-K and kindergarten students. Interim benchmarks will provide a means to monitor the implementation of the coherent schedule of tasks and activities, culminating in achieving these targets in a logical and reasonable manner. The weekly impact meetings will follow the data to ensure all students in the Early Learning Intervention Model as well as those trying to enroll in the following year will have all necessary resources, appropriate early childhood curriculum and high-level personnel support to achieve their goal.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 015807001	Amendment # (for amendments only):

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
40	40													80

Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2	2													4

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Schedule #13—Needs Assessment

County-district number or vendor ID: 015807001	Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Continuous improvement will be central to the success of the Northeast Campus Early Learning Intervention Model. To ensure the infrastructure & success of the Early Learning Intervention Model, the Leadership Team, in collaboration with the key partnerships, school leadership team, will meet to continually develop, establish, & improve upon a solid, quality-based management structure to oversee grant activities & to make appropriate modifications consistent with the goals & requirements of the grant. This management approach will allow for input, collaboration, & shared responsibilities among all staff involved in the Early Learning Intervention Model. The purpose of the evaluation is to shape the development of the program from the beginning of the grant period, with clear benchmarks to monitor progress toward specific objectives & the specified performance indicators. The Program Manager (DCSI), Program Data Analyst, Principal, and Campus Support Team will monitor, inform, & guide project implementation & its impact from an objective & standardized perspective towards meeting student performance goals and outcomes. Specifically, the Program Manager will apply an accountability system that uses a system of checks & balances to ensure TTIPs Cycle 4 Grant success. Grant Management: The Leadership Team will be responsible for collecting initial "outcome" indicator data to establish a baseline "profile" for the grant program. Mid-annual & annual benchmarks for performance/progress that align with the project objectives & outcomes will be established. The profile & benchmarks will be compared at regular quarterly meetings to identify performance strengths, weaknesses, & needed modifications. Performance outcomes will be compiled in bi-annual outcome evaluation reports in order to ensure that the grant is congruent to its stated goals. Record Keeping/Reporting: The Leadership Team will develop a monthly process evaluation report that will detail the progress of activities which can be easily compared to the action plan. Ongoing communication will include: review of Early Learning Intervention Model records, documents, and data; student and parent survey results; & observation through college site visits & unstructured interaction with staff, community partners, & participants in the program. To ensure maintaining a high-quality Early Learning Intervention Model, the Leadership Team will be review feedback from stakeholders, campus teachers, parents, students, and community members and make appropriate modifications. The data will be used to determine if the promised activities have been carried out as contracted and projected over the 5-year grant period. Monitoring: The Leadership Team will check for appropriate process documentation, appropriate data collection techniques, proper fiscal handling & reporting techniques, & fidelity. The Leadership Team will develop & forward a list of recommendations for the program improvement if warranted, ensure compliance of the grant expectations, and successfully implementation of the Early Learning Intervention Model to district leadership. NE-SWPS will comply with all grant monitoring expectations and activities. Self-Assessment: Students, staff, parents & community stakeholders will be encouraged to participate in satisfaction surveys that gather information on their level of access, "buy-in," & satisfaction with enrichment opportunities, classroom structure, school instructional model, & parental opportunities for involvement. Feedback will be discussed at staff impact meetings, with participation of students by reviewing cumulative portfolio of work, & in district meetings, with presentations from DCSI, to assess the progress & the integrity of the implementation of the Early Learning Intervention Model. Human Resources: Human Resource Department will be responsible for recruiting & retaining highly qualified, certified teachers, Early Learning Intervention Model support staff, and other related personnel; will provide marketing and recruitment plans; provide professional development, extensive training and support, observations/collaborative opportunities for Early Learning faculty; implement a structure of community service to promote community involvement; develop a mentoring and induction program for newly-hired staff. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and flexible work conditions that are designed to recruit, place, and retain high quality educators. Fiscal Management: Southwest Preparatory District Office consisting of: Business Office, Finance Office, and Accountability will be responsible for ensuring all purchases/activities using grant funds will meet the intent and purpose of the TTIPS Cycle 4 Grant. The Program Manager (DCSI) will maintain all required reports as submitted to TEA as required by the grant.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 015807001	Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ Transformation

    ☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☒ Early Learning Intervention Model

☐ Turnaround

    ☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A Focus Group was developed to include not only school staff but also parents & students to share prior educational experiences or lack of such, and feedback from the parents & community stakeholders was extremely positive for introducing a full-day Pre-K and kinder program. SWPS was instrumental in educating parents on the importance of an early childhood education & the impact that this critical educational experience would have on their child's subsequent years of education. NE-SWPS selected the Early Learning Intervention Model as the best program to meet the unique needs of our school and to continue to challenge parents to understand that research confirms the value of early education for young children. Pre-K and kindergarten programs that support effective teaching practices and opportunities for child discovery through play have been shown to lead to significant growth in children's intellectual and social development, both of which are critical to their future academic success. A high quality ELIM program provides challenging but achievable curriculum which actively engages children in thinking, reasoning, and communicating with others as well as increasing parental engagement opportunities. With teacher direction and guidance, children respond to the challenge and acquire important skills and concepts. After reviewing initial data, it became apparent that a Pre-K and kinder program was needed to support teachers & staff to effectively serve our students who have a low social-emotional & academic background. It became our mission to not only teach these students the academic foundation they were missing but to also provide them a safe, warm, creative, healthy, encouraging, & inviting environment.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 015807001	Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Newsletters and flyers were disseminated to surrounding neighborhoods, business, and parents of previously enrolled students at both the elementary/middle and high school campuses to spark an interest in joining the conversation to solicit input about the TTIPS Cycle 4 grant options. Campus Leadership conducted home visits, outreach efforts to strengthen the development of the committee membership. A TTIPS Cycle 4 Committee of community stakeholders, parents, with District and Campus staff were meaningfully engaged in a comprehensive needs assessment in the Spring of 2015 to address campus data spanning grades 4 through 12, areas of concern, and success as well as to evaluate all programs at NE-SWPS. The committee recognized through the data and parent input that the instructional foundation that guides young students academically, socially, & emotionally to be successful in high school was missing which resulted in poor attitude toward authority, low self-esteem, chronic truancy issues, potential dropouts, lack of parental engagement, & a 2-5 year instructional skills gap by high school. It was communicated in the meeting that many of our parents expressed a misconception regarding the importance of an early childhood education & the impact that this critical educational experience would have on their child's subsequent years of education. NE-SWPS's transition from a dropout recovery to an elementary/middle school feeder program was reviewed in depth but it was discovered that students were still enrolling with a 2-3 year academic skill gap. The committee revisited the transformation to encompass the early childhood grade levels of Pre-K and kinder to teach these students the academic foundation they would have been missing and to provide them with a safe, warm, creative, healthy, encouraging, & inviting environment.

Through the meaningful and timely engagement of families, students, campus and district staff, and the community, a sense of commitment to the success of the ELIM was created which will foster a smooth planning and implementation process through monthly meetings to ensure: (1) NE-SWPS research and select a high-quality program which includes structural elements that are evidence-based and nationally recognized as important for ensuring quality for our students; (2) provides educators, including preschool teachers, time for joint planning across grade levels; (3) uses a rigorous, transparent, and equitable evaluation system for teachers and principals; (4) which will identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates; (5) which will identify and remove staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so; (6) implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators; (7) use data to identify and implement an instructional program; (8) promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students; (9) provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring; (10) operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines; (11) utilize Texas State Board of Education approved pre-kindergarten instructional materials; and (12) enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

Schedule #14—Management Plan

County-district number or vendor ID: 015807001	Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Manage the grant, , monitor/evaluate implementation of ECHS Program, monitor/evaluate staff, monitor/evaluate data, manage grant funds in conjunction with Business Office Staff, ensure timely submission of all required reports	Masters in Education required; Knowledge and experience in all Federal Programs; minimum 5 years experience in grant management, strong knowledge of State and Federal accountability, minimum of 5 years experience as DCSI, TAIS process
2.	Program Data Analyst	Provide data support on all students, ensure staff have access to critical software used for student support, provide accountability projections for instructional planning, provide data for required reports	Bachelor's Degree required, experience with designing and managing databases, ability to process data files, synthesize data for tracking student progress, strong knowledge of general computer programs, knowledge of CSF's research-based instructional support, concept of sub-populations
3.	Teacher	Expert in subject area; ability to work with diverse student populations, creative in delivery of instruction, committed to student success, provide college-like atmosphere, enables project learning and portfolio assessment, and encourages personal freedom	Bachelor's Degree required; Texas Education Certification in subject area to be taught; experience working with at-risk students;
4.	Educational Aide	Provide tutoring, guidance, support for targeted students in the ECHS Program	High School Diploma required, Bachelor's Degree preferred; experience working with at-risk students
5.	Parent/Community Liaison	Increase parent and community awareness, engagement, partnerships, volunteer opportunities and perform home visits	High School Diploma required, Bachelor's Degree preferred; experience working with at-risk students
6.	Social Emotional Counselor	Create process to establish relationships with all students, parents and staff; meet as needed with targeted students with identified social-emotional deficits; classroom activities for transition from High School to college	Master's Degree in Counseling; minimum of 10 years practical experience working with social-emotional family needs; 5 years experience in middle/high school environment
7.	Student Success Coach	Provide interventions, monitoring, coaching for parents/teachers/students, individual education plans, build relationships	Bachelor's Degree required; Texas Education Certification; experience working with at-risk students
8.	Educational Specialists	Develop reading, writing, language and communication, curriculum supports and enhancement activities	Bachelor's Degree required; Texas Education Certification; experience working with at-risk, ELL, Special Education, EDA students
9.			

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015807001	Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	School Health Co-Op	Provide health screenings, parent trainings, review school medical records, organize health fairs, training on healthy lifestyles	RN/LVN certification; 10 years experience in education setting preferred
2.	San Antonio Special Programs Co-Op	Provide related services to identified students with sensory-motor development isues, speech/visual/auditory impairments, provide training to staff on accommodations	Certified/licensed as LSSP, Speech Therapy, OT/PT, VI, AI, and Special Education certifications
3.	Communities in Schools	Provide social and emotional supports at school and at home for targeted students and families; train staff on strategies to meet social-emotional needs to students	LMSW license or other relevant licensure
4.	After School Program Provider	Provide supplemental instructional support in core academic subjects for targeted students, provide activities that will support the physiological needs for activity, sensory stimulation, outdoor experiences, rest, and nourishment	High School Diploma required, Bachelor's Degree preferred; experience working with at-risk students; CPR and First Aid Trained; Child Care Certification
5.			
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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 015807001	Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Southwest Preparatory School District will take the following steps to determine its capacity to provide adequate resources and related support to Northeast Campus in order to implement, fully and effectively, the required activities of the Early Learning Intervention Model:

1. Create a clear track record including —
    1. Student outcomes and achievement;
    2. Make student performance data available to students, educators, external providers, and parents and use it to inform and improve instruction and services.
2. Increased "transparency" in processes, practices, and investments, including making public, by school, actual school-level expenditures that are associated with regular PK-12 instruction, instructional support, pupil support, and school administration. SWPS will report the following five categories of school-level expenditures from State and local funds:
    1. Actual personnel salaries at the school level for all school-level instructional and support staff, based on the Census Bureau's classification used in the F-33 survey of local government finances;
    2. Actual personnel salaries at the school level for instructional staff only;
    3. Actual personnel salaries at the school level for teachers only; and
    4. Actual non-personnel expenditures at the school level (if available).
    5. Actual external provider expenditures
3. Increase meaningful stakeholder engagement and support, including: parents, community, teachers, and the principal will be engaged in the Early Learning Intervention Model; including, evidence that 100% of teachers, staff, students, parents, and external providers sign the Early Learning Intervention Model Commitment Agreement to show support of the TTIPS Cycle 4 Goals and Objectives.
4. To be responsible fiscal agents of the TTIPS Cycle 4 Grant Funds, SWP will ensure the alignment of the Grant Budget to the identified needs in the Grant with the assistance of the Program Manager (DCSI) and the Program Data analyst. This will allow research-based resources to enable the campus to move from a dropout recovery to a successful Early Learning Intervention Model by substantially raising the achievement of our students; in addition,
5. A high-quality plan for:
    Developing NE-SWPS capacity and supporting school-level implementation of the Early Learning Intervention Model Goals and Objectives:
    1. The District office and DCSI will be organized to support and provide all necessary services to Northeast Campus and the external providers to ensure highest possible quality of the program.
    2. Implementation of the Early Learning Intervention Model will translate into meaningful reform and support school-wide change and help Northeast Campus reach its improvement goals, implementation of CSF's, increased enrollment in the Early Learning Intervention Model,
    3. Continue implementation of a rigorous, transparent and equitable evaluation system for teachers and principals to analyze performance; reward effective staff or remove ineffective staff.
    4. Create a process to provide methods to recruit, screen, select, monitor, and evaluate the commitment and effectiveness of all external providers involved in the Early Learning Intervention Model

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015807001	Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Northeast Campus, through the Early Learning Intervention Model (ELIM), will be able to address the 2-3 year instructional gap in elementary/middle schools, 2-5 year instructional gap in high school by providing early childhood interventions & solid academic foundation which will increase the graduation rate (59.6%). Northeast Campus has a rigorous oversight process to address these issues with limited staff by cross training campus personnel to review causes for student mobility, track attendance trends, focus on effective early childhood curriculum, vertical alignment of instruction from one grade to the next as well aligned with the State academic standards, & adopting preventative measures to decrease truancy; with the award of Cycle 4 funds, additional staff/support & external providers will be hired to assist with addressing these ongoing identified needs as well as develop & implement an ELIM which will ensure on-going, high-quality service from our external providers & promote success in delivering student outcomes. Weekly impact meetings will gather, review & evaluate data to ensure the external providers & staff are meeting the needs to the students enrolled in the ELIM. With the commitment of the new grant project participants, student success will be evident based on the increased awareness & implementation of all CSF's. To maximize the effectiveness of Cycle 4 funds, our goal is to increase staff awareness of all areas that affect attendance/ truancy, literacy, focus on student academic growth, & decrease mobility rates by reviewing data, identifying root causes & trends, & formulating a plan to address identified needs of our student population (with an at-risk student population of 80.3%, economic disadvantaged population of 67.1% & a Special Education population of 16.4%). As an open enrollment charter school, our student population is constantly fluctuating which impacts our previously identified needs; campus leadership will review campus enrollment data on a monthly basis through ongoing data-digs to identify additional academic & social needs & concerns to ensure student success & attainment of the goals & objectives of the grant. By creating an effective method to communicate with stakeholders, community & parents/students the goals, expectations & outcomes of the ELIM will provide first generation students the opportunity to successful from Pre-K through high school graduation. To ensure all participants remain committed to the success of the campus ELIM, the Leadership Team will provide support/program evaluation/monitoring/ responses to grant participant feedback on a bi-monthly basis through Impact Meetings. The Leadership Team will report all findings to not only the campus leadership team but also to District Leadership. In an effort to address student academic/social/emotional identified needs not being met, the Leadership Team will monitor staff & provide ongoing training & support for targeted staff by developing a success plan, monitoring, & providing feedback to increase targeted staff commitment. A TTIPS Cycle 4 Evaluation Incentive Tool, using rigorous, transparent, & equitable data, will be created so all staff can monitor the campus progress on alignment with grant goals & objectives. This tool will provide staff the ability for self-evaluation to monitor individual progress to foster ownership of campus project goals & objectives. To promote the continuous commitment to the grant reform projects & attainment of the goals addressing identified needs, staff will be awarded annual financial incentives, as well as increased opportunities for promotion & professional growth. After all efforts have been implemented, if there are no changes to the level of commitment of the targeted staff including failure to meet desired campus goals, the Leadership Team will recommend to District Leadership replacement of that position. To ensure all external providers remain committed to the success of the NE-SWPS ELIM, the Leadership Team & District Support Staff (DCSI) will develop a rigorous, transparent oversight process for each provider documenting student participation, academic success, high quality service, retention in the provider's program in order to remain a viable part of the ELIM. A parent survey will be created to gauge if targeted academic, social & emotional needs have been met. After reviewing all data, the Leadership Team will communicate with stakeholders, parents, students, campus/district staff the results of the evaluation & survey; & provide celebrations of successes or program revision strategies. In an effort to sustain the project's success, Northeast Campus will continue the transition to an ELIM by: attracting parents as partners who are motivated to have a jump start on their child's educational path & increasing weighted ADA to financially support the identified needs; generating substantial revenue by creating an additional non-profit entity, Southwest Preparatory School Education Foundation, with plans to provide enough funding to sustain the program after the grant period ends; multi-lingual communication endeavors will be put in place to advertise & create partnerships to enhance our ELIM. The capacity gained through the transition to the ELIM will create lasting change to our campus/student culture/climate that will ultimately empower parents, resulting in decreased dropout/mobility rates, & increased attendance/parental engagement/academic performance/school pride/self-esteem/graduation rates for our students at NE-SWPS.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015807001	Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process for developing the Northeast campus' performance goals has been/is a continual process of reviewing the current NCLB Comprehensive Needs Assessment (CNA) used for the Campus Improvement Plan (CIP) to support the campus' ability to exit lowest-performing status. The process of developing the CNA included participation from parents, local community based organizations, teachers, campus leadership and district leadership. The site based committee that developed the CIP consists of parents, teachers, administrators and local community based organizations. The academic, social and emotional needs of the students identified by the committee were summarized in the CNA along with the demographics of the school and included all facets of the school. In addition to the CNA, campus principal, DCSI, PSP, and district support staff made presentations about their respective areas indicating what changes if any should be made for the next year for budget planning and program improvement and those recommendations in addition to the CNA were useful in developing goals for this grant. When reviewing the expectations for Early Learning Intervention Model, the leadership team was asked to examine the campus data and program guidelines and expectations; review/recommend goals for the grant; and after discussing with the stakeholders, to finalize goals. Once all the information was collected the grant writing team reviewed the recommendations and supporting data to determine which goals would be included and what new additional goals would be needed to meet the requirements of the Early Learning Intervention Model. Those recommendations were carefully reviewed for wording and performance method and performance standard. As the Northeast campus set goals, campus staff were careful to clarify the measures for each goal. Groups involved in development of the goals included: district leadership, campus leadership, campus staff, students, and parents. NE-SWPS will continue the challenging yet attainable process to identify performance measures that will result in substantially improved student achievement and enrollment growth in the new Early Learning Intervention Model.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Campus data is collected on a daily and weekly basis from the Student Information System used by Southwest Preparatory School. This data includes attendance, withdrawals, course schedules, mobility, demographics, discipline, and enrollment; assessment results are downloaded weekly from NCS Pearson. The data is transferred into the various locally developed student tracking tools and will be used for the TTIPS Data Tracking Tool located on the Remote Desktop and all staff have access to these tools at any time, on-site and off-site.

With the funding of the TTIPs Cycle 4 Grant, all teachers will receive a laptop to assist with instruction, scientifically research-based supplemental instructional support, and access to all student data. Students will also receive a tablet for school work and will have access to supplemental educational software.

Staff are introduced to these data resources during start of school Inservice; additional training occurs during weekly PLC's with the TTIPS Cycle 4 Student Success Coach, Social Emotional Counselor, Parent-Community Liaison, Reading/Writing Specialist, Language-Communication Specialist, Curriculum Specialist and usage is monitored throughout the year by the Accountability Dept. The weekly Impact meetings will focus on prioritized needs using the locally developed tools and the TTIPS Data Tracking Tool. A TTIPS Cycle 4 Evaluation Incentive Tool, using rigorous, transparent, and equitable data, will be created so all staff can monitor the campus progress on alignment with grant goals and objectives. This tool will provide staff the ability for self-evaluation to monitor individual progress to foster ownership of campus project goals and objectives. All data will be reviewed by the Leadership Team, and campus to determine program success. District Support Team, including the Dropout Prevention Specialist, Truancy Coach, Social-Emotional Coach, and Special Programs Compliance Officer, will review data for targeted students to ensure all early childhood measures are successfully accomplished, targeted social-emotional needs were addressed, and students were productive in the ELIM. NE-SWPS staff utilize data to drive instruction, make informed decisions, and build necessary bridges for student support.

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Schedule #15—Project Evaluation (cont.)	
County-district number or vendor ID: 015807001	Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

Continuous improvement will be central to the success of the Northeast Campus Early Learning Intervention Model. To ensure the infrastructure & success of the Early Learning Intervention Model, the Leadership Team, in collaboration with the school leadership team, will meet to continually develop, establish, & improve upon a solid, quality-based management structure to oversee grant activities & to make appropriate modifications consistent with the goals & requirements of the grant. This management approach will allow for input, collaboration, & shared responsibilities among all staff involved in the Early Learning Intervention Model. The purpose of the evaluation is to shape the development of the program from the beginning of the grant period, with clear benchmarks to monitor progress toward specific objectives & the specified performance indicators. The Program Manager (DCSI), Program Data Analyst, & Campus Leadership Team will monitor, inform, & guide project implementation & its impact from an objective & standardized perspective. Specifically, the grant program will apply an accountability system that uses a system of checks & balances.

Staff will be trained to analyze dis-aggregated data using CLI to become more proficient at making data-driven decisions for instruction. Data will be reviewed during PLC's with Student Success Coach, Social Emotional Counselor, Reading/Writing Specialist, Language-Communication Specialist, Curriculum Specialist to target instruction and identify needs and trends of students, analyze which TEKS are more difficult to teach, and analyze performance gap of students. Analysis of teachers perception of the hardest to teach standards will be incorporated during job-embedded professional development and ongoing throughout the year during PLCs. The Curriculum Specialist and Principal will work with staff that have identified particular measurable outcomes they find difficult to teach and transform their competencies in these areas. Teacher observations by campus administrators will provide the means to monitor, support, collaborate, and provide feedback to all staff to reach their full potential. Those teachers who continue to struggle will be provided with additional, targeted professional development.

Staff will work with students and parents to review student successes and targeted areas of instruction. Staff will develop a deep of understanding of each of the readiness standards. Color coded "maps" of student performance will be created at the student expectation (SE) level of the TEKS that will help campus leaders to identify critical areas for teacher support and create the context for the level of direction of professional development.

The Leadership Team will report all findings to not only the campus leadership team but also to District Leadership. In an effort to address any areas of identified needs through the Early Learning Intervention Model monitoring process, the Leadership Team will provide ongoing training and support, develop a success plan, monitor, and provide feedback to all targeted staff to increase commitment and dedicate necessary resources. To promote the continuous commitment to the grant reform projects and attainment of the goals addressing identified needs, staff will be awarded annual financial incentives, as well as increased opportunities for promotion and professional growth. After all efforts have been implemented, if there are no changes to the level of commitment of the targeted staff including failure to meet desired campus goals, the Leadership Team will recommend to District Leadership replacement of staff.

Continuous use of student data to differentiate instruction, integrate technology, and provide data for instructional decision making on a daily basis will be a non-negotiable part of the Early Learning Intervention Model process for Northeast Campus. The Student Success Coach and Curriculum Specialist will monitor and report to the Principal the effective use of data through walk-through observations, PLC conversations, data walls, and review of weekly lesson plans.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 015807001	Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:
- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The current rigorous district review process will be expanded in partnership with the TTIPS Cycle 4 Committee input and community stakeholders to select high-quality and best-fit external providers for our diverse population of students for the proposed ELIM. As an open-enrollment charter school, our students come from predominantly within the boundaries of Bexar County, Texas. Per our identified interventions in the TTIPS Cycle 4 grant, a reasonable sized pool of prospective external providers will have the opportunity to bid on providing the following services: (1) school health services, (2) special program related services, (3) social-emotional support services, and (4) an after school program.

All potential external providers mentioned must have a high level of experience and reputation working with a diverse population by providing interventions and remediation as necessary, a shared vision and common expectations for students and parents, a focus on rigorous instruction, a nurturing culture that provides students with access to safe, well-planned physical facilities and services, student support systems including tutoring, counseling and mentoring, collaborative teaching and professional development, and reduced barriers to educational access for first generation graduates. By working in close partnership, NE-SWPS and external providers will be able to serve students in a more personalized and efficient manner that leads to higher levels of student success. A panel will select from a pool of at least 10 external providers that have a proven record of success in academic support of high school students transitioning into college. Once the pool has been narrowed down to 3 providers, all data will be disseminated to the Principal and DCSI for review. A synopsis of the review results will be presented to the Leadership Team and TTIPS Cycle 4 Committee for the final selection. It is imperative that the selected providers have the ability to work with our diverse student population. The Leadership Team and TTIPS Cycle 4 Committee will conduct a risk-assessment related to contracting and execute the final selection and procurement process. They will provide a summary to the District Leadership Team to communicate the final outcome.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015807001	Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We propose to procure the following external providers to enhance the capacity of the Early Learning Intervention Model: School Health Co-Op, San Antonio Special Programs Co-Op, Communities in Schools, and After School Program Provider. All external providers will be clearly aligned with the budget and specific strategies, Schedule 8.

The selection process will ensure that External Providers are equipped to facilitate effective teaching, modeling, and learning and have the capacity to assist with implementation of school reform strategies. The process used to recruit, select and provide oversight to external providers is:

1. Identify clear purpose and reasons for contracting with an external provider.
2. Research-based approach to support all CSFs
3. Proven success transforming struggling schools
4. Engage stakeholders in the clarifying need and ensure the selection process is transparent to stakeholders.
5. Articulate the goals of the relationship including measurable expectations.
6. Create conditions to attract multiple high quality providers with the skills necessary to meet the students' needs.
7. Budget adequate funding to support relationship for the duration of contract.
8. Develop a rigorous and transparent process to select a partner whose experience and qualifications match the specified goals.
9. Negotiate a contract outlining roles and responsibilities of the external partner which articulate the grant expectations.
10. Provide support as needed and appropriate.
11. Evaluate the partner's progress toward goals.
12. Monitoring and evaluation process will determine if external provider is meeting grant goals and objectives; will be replaced if not successful.

Any requirements for outside providers to provide services or facilities or equipment, if totaling more than $50,000.00 in value will be advertised and competitively bid following Texas Education Code 44.031 (a);(b).As part of the continual process to ensure quality and transparency in the relationships with external partners, for bids over $50,000.00, Southwest Preparatory will create a selection rubric based on the schools prioritized needs before soliciting external contractual partnerships. The rubric will be used to select the partner that will become a stakeholder in expanding the Northeast Campus program and enhancing the lives of our students.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015807001	Amendment # (for amendments only):

Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/ Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Develop a full-day kindergarten schedule/program
2.	Establish a high-quality preschool program as defined in the U.S. Department of Education's Preschool Development Grants program
3.	Create a master schedule to allow educators, including preschool teachers, time for joint planning across grade levels
4.	Replace the principal
5.	Enhance rigorous, transparent, and equitable evaluation systems for teachers and principals
6.	Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions
7.	Use data to identify an instructional program that is: research-based; developmentally appropriate; vertically aligned from one grade to the next as well as aligned with State academic standards; promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
8.	Recruit/hire staff with high qualifications and required certifications as necessary
9.	Determine need for high-quality, job-embedded professional development
10.	Enhance student data tracking tools to collect relevant data
11.	Review all regulations in the Texas Pre-Kindergarten Guidelines
12.	Research/purchase Texas State Board of Education approved pre-kindergarten instructional materials
13.	Enroll in the Children's Learning Institute (CLI), CLI Engage platform and provide training for staff
14.	Review campus budget for financial expectations
15.	Develop marketing plan to advertise Early Learning Intervention Model to community
16.	Schedule Open Houses for parent and community
17.	Review campus capacity and resources needed to implement Early Learning Intervention Model
18.	Procure all external providers
19.	Create job descriptions and expectations for all grant funded positions
20.	Review rigorous, transparent, and equitable evaluation system for teachers and principals

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At the current time, NE-SWPS has an established infrastructure that allows for: weekly PLC meetings which are core-subject specific or grade-level specific to analyze student data and share successful intervention strategies. In addition to campus PLC's, the staff also participate in District PLC's by subject area to review data trends across all student populations each grading period.

SWPS has an established and effective communication process in place to provide transparent expectations and other relevant information. District Leadership meets weekly, and all relevant information is shared in the Principal's Leadership Meeting, led by the Superintendent, which occurs the following day. Information from the Principal's Leadership Meeting is then shared during the Campus Administrative Team Meetings and Campus Staff Meetings.

A systemic process is in place in our District Office for recruitment, hiring, effective/transparent teacher/principal appraisal system, procurement, inventory management, state required data reporting, financial accounting, Federal and State program compliance, Special Programs compliance, program evaluation, state assessment, attendance management including truancy and dropout prevention and recovery, operational procedures, curriculum and instruction support, development of student data collection tools, information and technology services, instructional materials, and fiscal transparency. To maximize the effectiveness of the grant funds, NE-SWPS will incorporate all new activities and interventions into the existing systems.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015807001	Amendment # (for amendments only):

Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have began at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:	Carolyn Martinez
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	November 2015

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 6: Rural LEA Flexibility
Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the **_option_** to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.
Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	N/A
Description of the modification:	N/A
How intent of the original element remains/will be met:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015807001	Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth
Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below.
Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	Data sources will include State Assessment data disaggregated using Eduphoria software for making instructional decisions, lesson plans, data from formal and informal classroom assessments to be disaggregated using Eduphoria software and locally developed student tracking tools, PEIMS, Websmart, state reporting systems
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	A multi-dimensional observation tool will be used in conjunction with collected evidence to evaluate and inform each teacher's performance and professional needs as an ongoing system of continuous improvement to ultimately impact student performance which will use multiple formal and informal observations to provide teachers with actionable, timely feedback, allowing them to make efficient and contextual professional development choices that lead to refinement of their practices; this process is not only for teachers but includes Principals as well.
Describe how the evaluation system was developed with teacher and principal involvement:	In collaboration with community & school organizations, a rigorous, transparent, equitable teacher evaluation system was developed including input from both teachers & administrators. The system aligns with the unique, flexible instructional design, incorporates the CSFs, utilizes multiple observations, measures effectiveness on a continuum of skill development, aligns with increasing teacher effectiveness through professional development, relies on student achievement as a measure of quality. Various dimensions are incorporated such as: design of clear/well-organized, sequential lessons reflecting best practice in early learning curriculums, align with standards, appropriate for diverse learners; use of formal/informal methods to measure student progress, manages/analyzes data to inform instruction; ensures high levels of learning, social-emotional development/achievement; plans engaging/flexible lessons that encourage higher-order thinking; supports all learners in their pursuit of high levels of academic & social-emotional success; uses content/pedagogical expertise to design & execute lessons, related content & student needs; clearly/accurately communicates to support students/engage parents, deeper learning/effective effort; differentiates instruction, aligning methods/techniques to meet our diverse student needs; formally/informally collects/analyzes/uses student progress data & makes needed lesson adjustments; organizes a safe/accessible/efficient classroom; reflects on his/her practice; enhances the professional community; demonstrates leadership with students, colleagues, & community members in the school, district & community through effective communication & outreach. Additionally, an evaluation system will be utilized to monitor effective leadership for our campus Principal & the DCSI with the following expectations: will be effective instructional leaders, using data to monitor progress & determine effective, rigorous instructional decisions; will implement interim benchmarks to track classroom trends & determine appropriate interventions; observe staff ensuring they have the capacity to use data to drive effective instructional practices; engage in joint decision making interventions; focus on academic results; continuous monitoring in the form of walkthroughs to make sure teachers can describe, plan, & implement strong, rigorous instruction & ensure students are authentically engaged in cognitively challenging & differentiated activities.

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Statutory Requirement 8: Educator Reward and Removal
Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below.
Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	To promote staff effectiveness and the continuous commitment to the ELIM and attainment of the goals addressing identified needs, staff will be awarded annual financial incentives, as well as increased opportunities for promotion and professional growth. The TTIPS Cycle 4 Tool will assist staff and Principals in their continuous monitoring efforts by making all pertinent data available and transparent to guage progress towards attainment of ELIM goals.
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	An established protocol is in place for any staff not exhibiting a high level of commitment to the ELIM and goals. Staff will be placed on a growth plan or a TINA (Teacher in Need of Assistance) which will include: assigned mentor, increased monitoring and feedback, assigned professional development in struggling areas, and targeted benchmarks to reach desired professional expectations. Weekly data digs (review and disaggregate student grades, attendance, discipline, benchmarks, prior state assessment results, universal screener results, grades) will support all staff and target interventions for both struggling students and teachers.
Describe the criteria established for educator removal:	An established protocol is in place for Campus Leadership in collaboration with District Leadership and Human Resources to provide guidance towards appropriate procedures and interventions for struggling teachers, strategies to rectify the situation, and formal documentation for dismissal of an ineffective teacher. After all efforts have been exhausted by the Principal and DCSI, if there are no changes to the level of commitment to the ELIM and the effectiveness of the targeted staff including failure to meet desired ELIM goals, the Leadership Team will recommend to District Leadership replacement of that position.

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Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND,** or **WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	N/A
Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:	N/A
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	N/A

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Statutory Requirement 11: Developing an Early College school-wide strategy (continued)
Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:	N/A

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Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:	N/A

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Statutory Requirement 13: High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries. Indicate if the campus will partner with community-based provider to deliver the preschool.	The schedule for the full-day pre-school will meet the definition included in program federal requirements and will be integrated in the Early Learning Intervention model and will provide for: arrival and opening activities, circle/center time, small group instruction, snack time, physical activities, lunch, independent play time, science/math discovery, reading/writing time, outdoor time and reflection activities. Transitional activities will be planned throughout the day. Each Pre-K class will be no larger than 20 students with instructional staff to include one highly qualified teacher and a dedicated instructional assistant keeping the student-staff ratio to 10:1. Human Resources will complete a staff salary comparison to ensure comparable pay. NE-SWPS will not be partnering with a community based pre-school.
Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	NE-SWPS will utilize Texas State Board of Education approved pre-kindergarten instructional materials. The Reading-Writing Specialist, Language-Communication Specialist, and Curriculum Specialist in collaboration with the Principal will monitor implementation, effectiveness, delivery of instruction, to ensure vertical alignment of all materials. The Student Success coach, Social-Emotional Counselor, Communties in School and Parent-Community Liaison will address social-emotional needs for targeted students
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	NE-SWPS will utilize data from <u>Texas School Ready!</u> From the Children's Learning Institute to gauge continuous improvement and next-grade readiness. As students enter kindergarten, they will be assessed using the TRPI Earling Reading Assessment to determine strengths and deficits. Student's grades, attendance, and discipline data is also examined as well as informal, anecdotal assessment results. The Pre-K and Kindergarten PLC's will be reviewing data weekly. Data is readily available to all staff using the locally developed student tracking tools to ensure continuous improvement and next-grade readiness.

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Statutory Requirement 14: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of existing staff rehired for work in the turnaround model implementation:	N/A
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of new staff hired for work in the turnaround model implementation:	N/A
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	N/A

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Statutory Requirement 15: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Statutory Requirement 16: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	N/A
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	N/A
Name and describe the study/studies examined that support the efficacy of the model selected. Include information about the study's sample size and multi-site sampling. Include key findings showing impact on student achievement. Additionally, provide citations for the study publications:	N/A

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Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Statutory Requirement 18: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

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N/A

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TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Academic Performance/Improve the Instructional Program*

	Planned Intervention	Period for Implementation
1.	The continual use of student data to identify and implement a successful Early learning instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with Texas Pre-K Guidelines to increase student academic performance	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Develop a process for staff to monitor student progress on early learning supplemental research-based software designed to prescribe individual educational pathways to address targeted academic deficits with appropriate scaffolding	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Organize weekly impact, data driven decision meetings for student academic progress as well as examining trends in attendance, discipline, and other relevant data to assess social-emotional needs	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Promote the continuous use of student data (such as from formative, interim, and summative assessments) to monitor academic progress including anectodal, qualitative and quantitative data resources	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Monitor all locally developed student tracking tools to inform and differentiate instruction in order to meet the academic needs of individual students	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Utilize the Texas School Ready! child progress monitoring assessments from the Children's Learning Institute	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Facilitate the development of essential language and early literacy skills at the child's level of oral proficiency in English	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Teacher Quality*

	Planned Intervention	Period for Implementation
1.	Train and implement the use of a rigorous, transparent, and equitable evaluation system for teachers developed with teacher and principal involvement to determine teacher effectiveness through walkthroughs, observations and feedback	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Identify and reward teachers and support staff who have, by implementing the ELIM Program, increased elementary student achievement and contributed to the high school graduation rates utilizing the TTIPS Cycle 4 Tool	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Provide ample early learning professional development opportunities for all staff, and additional targeted professional development for staff who have been placed on a growth plan or a TINA	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Create/prepare social and emotional supports for the students, including: connections to social services, parent outreach and involvement opportunities	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Train staff on the expectations, requirements and goals of the ELIM Program, including on-site professional development and off-site specialized conferences	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Train staff on elements and rigor of Children's Learning Institute assessment process	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Prepare staff to be equipped with the resource to effectively work with student populations high at-risk and economically disadvantaged	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Increase Leadership Effectiveness*	

	Planned Intervention	Period for Implementation
1.	Train on the expectations, requirements and goals of the ELIM including on-site professional development and off-site specialized conferences	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Use a rigorous, transparent, and equitable evaluation system for principals that takes into account data on student growth as a significant factor as well as the effective implementation of all critical success factors	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Recruit/hire/retain high quality educators for the implementation and continuation of the ELIM	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Identify and reward school staff who, in implementing ELIM, have increased student achievement, high school graduation rates, and community partnerships	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Plan frequent meetings for Leadership Team to address issues of the ELIM design, sustainability, and highlight successes	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Create/prepare/monitor academic supports for the students in the form of: extended learning time sessions for tutoring, enrichment opportunities, college readiness activities, and a mentorship program	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Monitor vertically aligned curriculum that promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Increase Use of Quality Data to Inform Instruction*

	Planned Intervention	Period for Implementation
1.	Train all staff to use Eduphoria, PEIMS, Test History Tool, TTIPS Cycle 4 Tool, Focus Group Tool, Attendance-Dropout Tool, Completion Rate Tool to aggregate and disaggregate data to driven instruction	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Use critical, relevant data from various resources to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Develop, utilize and share student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Attend and provide data input for weekly impact, data driven decision meetings for student academic progress	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Have students create visual data boards in the classroom to gauge individual growth	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Train students and parents to track individual education plans and use decision making skills to provide solutions to barriers	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Provide rigorous oversight of School Health Co-Op, San Antonio Spcial Programs Cooperative, Communities in Schools, After School Provider to ensure social and emotional needs of students are being met	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	Increase Learning Time

	Planned Intervention	Period for Implementation
1.	Establish a full-day Pre-K and Kinder program	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Provide additional time for supplemental instructional support in core academic subjects for targeted students during the After School Program	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Provide additional time for activities that will support the physiological needs for activity, sensory stimulation, outdoor experiences, rest, and nourishment	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Create/prepare/implement a Community Education Program to support academic, social and emotional needs for the families during the evening	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Develop a mentorship program through the development of a family and community services (FACS) course for high school students will allow for one-to-one tutoring for ELIM students in a Saturday program	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Review Master Schedule to promote adequate time for academic contents across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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County-district number or vendor ID: 015807001	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Parent/Community Engagement*

	Planned Intervention	Period for Implementation
1.	Provide community education to targeted families	☒ Year 1　☒ Year 4 ☒ Year 2　☒ Year 5 ☒ Year 3
2.	Locate resources from the community to address student and family social and emotional needs by providing supports, including: connections to social services, parent outreach and involvement opportunities	☒ Year 1　☒ Year 4 ☒ Year 2　☒ Year 5 ☒ Year 3
3.	Provide ongoing mechanisms for family and community engagement and partnerships for sustainability	☒ Year 1　☒ Year 4 ☒ Year 2　☒ Year 5 ☒ Year 3
4.	Provide social and emotional supports to the families, including: connections to social services, parent outreach and involvement opportunities, Communities in Schools	☒ Year 1　☒ Year 4 ☒ Year 2　☒ Year 5 ☒ Year 3
5.	Develop job description for Parent/Community Liaison	☒ Year 1　☐ Year 4 ☐ Year 2　☐ Year 5 ☐ Year 3
6.	Create a brochure in multiple languages and train parents and community for the expansion, expectations, requirements and goals of our ELIM	☒ Year 1　☒ Year 4 ☒ Year 2　☒ Year 5 ☒ Year 3
7.	Develop partnerships for mentorships, signature experiences, physical development activities, and sustainability	☒ Year 1　☒ Year 4 ☒ Year 2　☒ Year 5 ☒ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015807001	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Improve School Climate*

	Planned Intervention	Period for Implementation
1.	Provide appropriate social-emotional services and supports for students.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Create a classroom that is colorful and well lit and with examples of children's and teacher's work displayed at the child's eye level and when possible, supplemented with culturally and linguistically diverse posters, pictures, and books, depicting real people of differing abilities.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Develop an early literacy program to provide access to and experiences with books in the classroom and home for both students and parents	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Provide rich language experiences to promote cognitive readiness for children with different biological risk factors, that are relevant across different ethnicities and economic gradients	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Protecting children's psychological safety (e.g., children feel secure, relaxed, and comfortable rather than disengaged, frightened, worried, or stressed)	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Communicate to the teachers, parents, students, community, external providers and support staff the expectations, requirements, and goals so that the ELIM is transparent to all stakeholders	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Provide a well-planned physical room arrangement rich with environmental print to impact language development and the interactions among the children	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 015807001	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015807001	Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015807001	Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish partnerships with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community partnerships	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information on tape	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)			
County-District Number or Vendor ID: 015807001		Amendment number (for amendments only):	

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community partnerships	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish partnerships with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new teachers	☐	☐	☐
N04	Provide intern program for new teachers	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 015807001		Amendment number (for amendments only):		

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐

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